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ABSTRACT

Presented is a workbook for a minicourse in communication with parents of the developmentally disabled. It is explained that the workbook contains problems and exercises related to specific information provided in the participant manual (EC 081 043). Each unit concludes with an assessment of unit objectives. Answers to each unit assessment are found in the instructor's manual (EC 081 045). (CL)

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HOME-AGENCY INTERACTION

A Minicourse in Communication with Parents of the Developmentally Disabled

WORKBOOK

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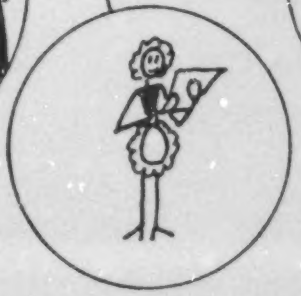

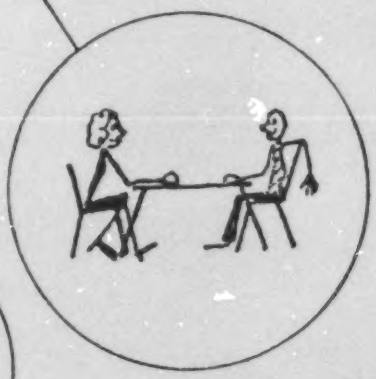

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About The Workbook

The Participant Workbook supports information presented in the Participant Manual and therefore is an essential component of this instructional package.

At the completion of the course, the Workbook can be used as a reference book since it will contain all pertinent data with respect to home-agency interaction.

How to Use the Workbook

The Workbook contains problems related to specific information provided in the Participant Manual. Participants should complete each problem as indicated, without notes or the Manual open.

After completing each unit, there is a Unit Assessment which tests the participant's knowledge of Unit Objectives. Answers to each Unit Assessment can be found in the Instructor's Manual. The minimum passing score (85 percent) must be met before continuing to the next unit.

The Criterion Assessment Examination is designed to test the total skill level of the participant. A minimum level of 85 percent is needed to be competent in home-agency interaction.

Hints for Best Use of the Workbook

1. Work carefully and answer each question exactly as requested.
2. Do not look back at notes or at the Manual while working problems or assessments.
3. Correct all errors so that the Workbook can be a model of examples and answers for future reference.
4. Keep the Workbook on your classroom bookshelf along with the Manual for an easy reference guide for future home-agency interaction problems.

UNIT I

Problem I

Part A

Circle the correct answer for each of the following regarding terminology.

T = True; F = False.

T F 1. Any person providing a direct learning experience for a student within the agency setting is a teacher.

T F 2. A 24 hour residential staff person providing care for the individual is functioning in the role of a parent.

T F 3. "Conferencing" can involve the giving of psychotherapy.

T F 4. "Conferencing" involves person-to-person meetings with parents.

T F 5. Reporting learner progress to parents is an integral part of the conferencing process.

(Go on to next page)

Part B

Column B gives some statements made by a teacher during a parent conference. Match each statement with the reason for conferencing it fulfills in Column A. Use each statement only once.

COLUMN A
Reasons for Conferencing

___ 1. Establish rapport

___ 2. Establish effective communication for progress reporting.

___ 3. Present home training program.

___ 4. Assist family to needed resources

___ 5. Solicit cooperation and support

___ 6. Give emotional support

COLUMN B
Teacher Conferencing Statements

A. "Mrs. Jones, I certainly understand the frustrations you are feeling.

B. "Mrs. Jones, I am going to give you the address and phone number of the Community Counseling Center where you can get help for Jimmy."

C. "Mrs. Jones, I am going to give you the phone number of our agency, so that you and I can share information about Jimmy's progress."

D. "Mrs. Jones, I am going to give you a copy of the objectives we worked out for your part in teaching Jimmy dressing skills."

E. "Mrs. Jones, Jimmy's progess will be much faster if we can get you to help with his training program."

F. "Mrs. Jones, I am very pleased you could come for this conference."

Check your answers with your instructor or Instructor's Manual.

UNIT I

Problem II

Part A

Cross out the reactions that are not listed as parental reactions to their developmentally disabled child:

1. Shock
2. Disgust
3. Refusal
4. Guilt
5. Bitterness
6. Revenge
7. Envy and jealousy
8. Rejection
9. Elation
10. Acceptance

Part B

A parent behavior "clue" is given. Circle the letter that identifies the reaction the parent is experiencing.

1. The child will wear old clothes and not be adequately cared for.
   a. acceptance
   b. rejection
   c. shock
2. Parents will have difficulty discussing their handicapped child.
   a. refusal
   b. shock
   c. bitterness
3. Parents will question the child's special placement.
   a. acceptance
   b. refusal
   c. shock

 (Go on to next page)

4. Divorce often becomes a possibility at this stage.
   a. rejection
   b. guilt
   c. envy
5. Parents begin to make plans for the child's future.
   a. refusal
   b. acceptance
   c. bitterness

Part C

Fill in the reaction level at which each of the following parents are functioning:

_____ 1. Mrs. Jones gave birth to a Down's syndrome child about four months ago. The early childhood specialist from the local community center has not been able to get Mrs. Jones to talk about a home training program. In fact, she is having difficulty in getting Mrs. Jones to volunteer any information about the child. Mrs. Jones is very emotional. At which reaction level is Mrs. Jones operating?

_____ 2. Mr. and Mrs. Brown are finally implementing suggestions to improve their home training program. After many years they have finally taken a vacation without their handicapped child. At which reaction level are these parents operating?

Check your answers with your instructor or Instructor's Manual.

UNIT I ASSESSMENT

A total of 36 points is possible. A score of 31 or better is necessary before continuing to Unit II. DO NOT use notes or manual for answers.

Part A

Define conferencing as used in this manual (7 points)

Conferencing is _____

_____

_____

Part B

The following statements are the reasons for conferencing listed in Unit I. Write the correct answers in the blanks. Choose from the words in parentheses under the lines.

1. Establish _____ and gain _____
   (rapport, identity) (attention, confidence)
2. Establish effective _____ lines for
   (communication, perimeter)
   _____ student progress.
   (reporting, measuring)
3. Present and discuss ideas for the _____
   (recreation, home)
   training program.
4. Assist family to needed _____,
   (resources, finances)
5. Solicit _____ and support for the school
   (money, cooperation)
   program.
6. Give _____ support.
   (personal, emotional)

(Go on to next page)

Part C

1. List five "Do's" for parent conferencing. (5 points)

_____

_____

_____

_____

_____

Part D

Following is a list of the emotional reactions parents experience in their adjustment to their handicapped child. Sequence them in the order parents progress through these reactions. (6 points)

___ Refusal

___ Acceptance

___ Guilt

___ Bitterness

___ Shock

___ Envy and jealousy

___ Rejection

Part E

Answer the following true-false questions regarding parent questions. Circle your choice. (10 points)

T F 1. The teacher may find it necessary to refer parent questions to other professionals.

T F 2. Parent questions should be restricted to those regarding the student's instructional program.

T F 3. The parents usually give you all the information you need to answer their questions.

T F 4. The parents' moral and ethical values are unimportant when a question has to be answered.

(Go on to next page)

T F 5. Due to their level of professional training, teachers are always able to give objective answers to parent questions.

T F 6. Some questions should be referred to the team for an answer.

T F 7. Parent questions always indicate exactly what it is the parent wants to know.

T F 8. Sometimes it is better to guess at an answer than to leave the question unanswered.

T F 9. Sometimes it is advisable to have the parent find the answer to a question themselves through some outside resource.

T F 10. The teacher's own values may influence an answer to a parent question.

Check your answers with your instructor or Instructor's Manual.

UNIT II

Problem III

Part A

Indicate by placing the appropriate letter in the blanks those sources of progress report information that would be found in the Central Files and which would be located in the Current Classroom Records.

Sources of Information

A. Informal observations
B. Results of formal tests
C. Student work samples
D. Interdisciplinary Team Staffing Reports.

Location

Central Files	Current Classroom Records
___ 1.	___ 3.
___ 2.	___ 4.

Part B

Answer the following questions about Scheduled and Unscheduled reporting. Circle the letter in front of the correct answer for each statement.

1. Which phrase states the main purpose for both scheduled and unscheduled reporting?
   a. Provide psychological support for parents.
   b. Develop home training techniques.
   c. Provide information to parents on student progress and problems.
   d. Reinforce parents emotionally.
2. Reporting on dates predetermined by the agency is which type of reporting?
   a. Scheduled.
   b. Unscheduled.
   c. Both scheduled and unscheduled.

(Go on to next page)

Part B (continued)

3. Notes and phone calls to the home, "lunchbox" messages, and work samples sent home are all forms of which type of reporting?
   a. Unscheduled.
   b. Scheduled.
   c. Both scheduled and unscheduled.
4. Which of the following could be used in scheduled reporting?
   a. Parent conferences.
   b. "Lunchbox" messages.
   c. Report cards.
   d. Monthly progress reports.
5. Which aspect of crisis intervention places it in the category of unscheduled reporting
   a. The staff must deal with the problem immediately.
   b. The agency is responsible for the solution of the problem
   c. The problem must be communicated to the parents.
   d. Both a and c above.
6. Which of the following is true of both scheduled and unscheduled reporting?
   a. Any necessary follow-up should be made.
   b. Notes should be kept in the current classroom record of parent-teacher contacts.
   c. Either the agency or parents should feel free to initiate a reporting session.
   d. A and c above.
   e. A, b, and c above.

(Go on to next page)

Part C

Decide whether the following objectives would be processed at the Fall, Mid=Year, or Spring reporting sessions and write your choise in the blanks before each statement. S = Spring; M = Mid-Year; F = Fall

___ 1. An identification of problems that may require help from special resources during the summer.

___ 2. An initial goal and objective writing session with the parents.

___ 3. Conforming final plans for summer programs.

___ 4. Explaining placement changes for the next year.

___ 5. Presenting preliminary information regarding special summer programs.

___ 6. A restating of inappropriate or unrealistic objectives.

___ 7. Formulate initial home training plans.

___ 8. An evaluation of the child's attainment of stated objectives throughout the school year.

___ 9. The establishment of a communication system between the home and agency.

___ 10. An explanation of the methods that will be used to measure and record the child's progress.

Check your answers with your instructor or Instructor's Manual.

UNIT II

Problem IV

Part A

List three of the reporting methods presented in this section.

1. _____
2. _____
3. _____

Part B

Which type of reporting is being described? Write your answer in the space provided. Choose from oral, written, visual media, or combined written and oral reporting.

1. You are showing a group of parents a series of slides depicting gross motor development training.

   Type_____.

2. You have given the parents at the reporting conference a form listing the sequential steps within each developmental area of training for their child. You have indicated the position of their child in each of these areas.

   Type_____.

3. You are explaining to the parents the difference between the pure test score their child attained on a standardized reading test and his real comprehension level.

   Type_____.

4. You have prepared a written summary report for the parents concerning their child's progress and problems in the various instructional areas. You plan to discuss this summary with the parents.

   Type_____.

5. The parents speak - but cannot read English - so your approach is to verbally explain their child's progress and problems.

   Type_____.

6. The parents could not attend the conference. You prepare a form listing sequentially the skills you teach within your Primary level. You check each of the skills their child has mastered.

   Type_____.

7. You have videotaped the child's language performance at the beginning and end of the year. You are showing the parents the comparison in performance.

   Type_____.

Check your answers with your instructor or Instructor's Manual.

UNIT II ASSESSMENT

A total of 43 points is possible. A score of 37 or better is necessary before continuing to Unit III. Do not use notes or manual for answers.

Part A

(12 points)

Define Scheduled Reporting. (6 points)

_____

_____

_____.

Define Unscheduled Reporting. (6 points)

_____

_____

_____.

Part B

Indicate the degree of importance for each of these items in relation to effective progress reporting. (6 points)

V = Very Importnat; L = Little Importance.

V L

__ __ Parents should be included at the goal and objective stage of programming.

__ __ Parents should be included in every direct instruction team meeting where the home training program is discussed.

__ __ Parents should be considered equal members of the team.

__ __ Parents should be given complete information about their child's progress and problems.

__ __ Parents should design the progress reporting forms.

__ __ Parents, as home trainers, have valuable information to contribute.

(Go on to next page)

Part C

A list of reporting objectives follows. Indicate at which session during the year each of these should be considered by placing the letter for the objective under the appropriate session. (10 points)

Reporting Sessions

Fall	Mid-Year	Spring
____,____	____,____	____,____
____,____	____,____	____,____

Objectives

1. Explain assessment results on new students to parents.
2. Discuss next year placement with parents.
3. Confirm plans for summer program.
4. Restate inappropriate objectives.
5. Present preliminary information on summer programs.
6. Cooperative writing of goals and objectives.
7. Redefine home training program for summer.
8. Explanation of methods to be used for measuring and recording the child's progress.
9. Establishment of a home-agency communication system.
10. Identification of problems requiring special resource help during summer.

Part D

Circle the letter to indicate your answer to the following true-false questions about reporting methods. (15 points) T - True; F - False

T F 1. The parent gains a complete picture of the instructional program through a team report.

T F 2. The direct instruction staff needs to be together as a group to present a team report to the parents.

(Go on to next page)

Part D (continued

T F 3. The modular system does not lend itself to the team report approach.

T F 4. The team reporting atmosphere should be casual because professionals tend to be very nervous in each other's presence.

T F 5. It is not necessary for the teacher to discuss changes in program plans with other direct instruction staff.

T F 6. A full written record of all unscheduled contacts with parents should be placed in the central files.

T F 7. It is easy for the parent to forget information given in oral reporting sessions.

T F 8. A checklist gives the parent a visual picture of the child's functioning level.

T F 9. Checklists can be organized around program levels, developmental areas, or a combination of both.

T F 10. Grade placement reporting is an excellent method to use with all severely disabled children.

T F 11. The combined written and oral method provides the parents with information for future reference.

T F 12. The oral method is the best for comparing student performance over a period of time.

T F 13. Visual media reporting is one of the most practical forms available.

T F 14. In comparison to the other methods, visual media reports require about the same amount of time for preparation.

(Go on to next page)

Part D (continued)

T F 15. Slide presentations are good for depicting activities, materials, and methods.

Check your answers with instructor or Instructor's Manual.

UNIT III

Problem V

Part A

Circle the letter to indicate your answer for the following true-false questions.

T = True; F = False.

T F 1. Parents have the primary responsibility for developing a home training program.

T F 2. There is no relationship between the child's age and the expected degree of parental involvement.

T F 3. Most parents do not have the expertise needed to help design their child's program.

T F 4. Most parents have a natural ability to task analyze a program for their child.

T F 5. Sometimes it may be necessary to involve other professionals in the home training program.

T F 6. A behavior modificationist would most likely not be used in a home training program.

T F 7. Reinforcement of the parents training efforts is just as important as reinforcing the child.

T F 8. It is unnecessary to instruct family members other than the parents in home training techniques.

T F 9. The agenda for a parent training session should include several training techniques.

T F 10. Persons other than the natural parents must sometimes be chosen to do the home training.

(Go on to next page)

Part B

In each group of statements, circle the one that is not a principle underlying home training.

Group 1

a. Involve parents when child is young.
b. Always use the natural parent as the trainer.
c. Always include legal parents in progress reporting sessions

Group 2

a. Involve other professionals when necessary.
b. Permit parents to develop their own training techniques.
c. Include parents in program planning.

Group 3

a. Help parents develop task analyzed programs.
b. Reinforce parental training efforts.
c. Exclude everyone in the home, except the actual trainer, when home training techniques are being taught.

Check your answers with instructor or Instructor's Manual.

UNIT III

Problem VI

Part A

Below are the steps involved in designing and implementing a home training program. Put them in proper sequence by using #1 for the first step, # 2 for the second step, etc.

____ Supply parents with necessary recording forms.

____ Determine task analyzed program.

____ Determine student priority needs, goals, and objectives.

____ Maintain schedule of infomal reporting sessions.

____ Prepare daily plan form.

____ Instruct parents in training techniques and activities.

Part B

Some training techniques will be described. Decide which technique is being used and write the letter in the blank before the descriptive statement.

Techniques

A - Observation and Participation
B - Small Group Discussion/Demonstration
C - Microteaching
D - Videotape

___ 1. Parent reads story to small group of children during school hours.

___ 2. You, the teacher, film yourself demonstrating a training procedure. You film the parents doing the same procedure. You play back the tapes so the parents can compare performance.

___ 3. You are developing a training technique through role playing with a group of six parents.

___ 4. You are a member of a small group of parents watching the occupational therapist teaching dressing skills so you can teach your child at home. The group discusses the techniques with the therapist.

(Go on to next page)

Part C

Circle the letter to indicate your ansser to the following true-false questions about instructing parents in training techniques

T = True; F = False

T F 1. Having to be present during school hours is a disadvantage for working parents.

T F 2. Videotape should be used with only one family or set of parents at a time.

T F 3. Recording segments of the training sequence for future use is one of the capabilities of the microteaching method.

T F 4. Too much emotional involvement is one of the risks of the observation method.

T F 5. The opportunity to learn how other parents have solved problems is an advantage of the group discussion/demonstration method.

Check your answers with instructor or Instructor's Manual.

UNIT III ASSESSMENT

A total of 56 points is possible. A score of 48 or better is necessary before continuing to Unit IV.

Part A

Circle the letter to correctly complete each of the following statements regarding the principles underlying the home training program. (32 points)

1. Regardless of who does the training, the natural parent should always be included in the
   a. training sessions
   b. data collection progess
   c. progress reporting sessions
   d. none of the above
2. When instructing the parents in a training procedure, have them practice the procedure with
   a. their child
   b. husband with wife and vice versa
   c. the instructor
   d. b and c above
3. Who in the family should be included when home training techniques are being taught?
   a. only the natural parents
   b. only the person actually doing the training
   c. the entire family
   d. only the relatives

(Go on to next page)

4. What should be done if a problem you cannot solve is encountered in the home training program?

    a. omit that part of the program

    b. utilize other professionals

    c. refer them to some other agency

    d. b and c above

5. The greatest parental involvement in the home training program is most likely to occur for parents of children who are

    a. born with a handicap

    b. very young

    c. teenagers

    d. all of the above

6. Parental involvement in home training may be increased if parents are included in developing their child's

    a. developmental pattern

    b. diagnostic evaluation

    c. program plans

    d. all of the above

7. Parental involvement is enhanced if they are helped to develop their skills of

    a. determining priority needs

    b. task analyzing learning activities

    c. maintaining progress data

    d. all of the above

(Go on to next page)

8. To maintain parent involvement in the home training program provide a method for

   a. giving them as little responsbility as possible.

   b. doing all the written forms yourself.

   c. reinforcement and support their training efforts.

   d. all of the above.

Part B

Column A lists the steps in designing and implementing a home training program. Column B lists activities to accomplish these steps. Match the activity from Column B with the appropriate step from Column A. (6 points)

Column A	Column B
____1. Determine priority needs, goals, and terminal objectives.	a. This process would include a listing of entry level skills.
____2. Develop a task analyzed program.	b. Use the microteaching technique.
____3. Prepare daily plans.	c. Examine the interdisciplinary staffing summary for this information.
____4. Supply parents with recording forms.	d. Design this form so the collected data is useful to you.
____5. Instruct parents on techniques and activities.	e. Arrange to contact the parents each Friday to check progress.
____6. Maintain schedule of informal reporting sessions.	f. Indicate any specific instructional directions involved in the training procedure on this form.

(Go on to next page)

Part C

Four methods for teaching parents to develop their skills in home training techniques were described. List three of these methods. (3 points)

1. _____

2. _____

3. _____

Part D

This section concerns the training area(s) emphases that should be considered at various developmental levels. Circle your answer to the following true-false statements on this subject. (15 points)

T = True; F = False

T F 1. In all areas, a developmentally disabled child's development match perfectly a particular program level. (e.g., preschool, primary, etc.)

T F 2. There are really no adequate evaluation instruments available to identify developmental lags in very young children.

T F 3. The current trend recognized the early intervention techniques can remediate many developmental lags in children.

T F 4. All developmental areas require about equal emphasis at the early childhood level.

T F 5. Many of the assessment devices used for evaluation at the Early Childhood level can also be used for evaluation at the preschool level.

T F 6. The emphasis on teaching socialization skills at the preschool level eminates from the fact that the child is being prepared to enter an agency program which will involve greater personal control.

(Go on to next page)

T F 7. The training of functional academics is an important emphasis at the primary level.

T F 8. Educational toys and games have no value in the instruction of severely developmentally disabled children.

T F 9. Training of self-management skills in preparation for community living becomes important at the intermediate level.

T F 10. Training in leisure time and recreational skills does not begin until the prevocational level.

T F 11. Training for entry into a vocational area becomes a major concern at the primary level.

T F 12. Training for independent community living becomes a strong emphasis at the prevocational level.

T F 13. Vocational placement always means sheltered workshop employment for the mentally retarded.

T F 14. Doing tasks at home can help prepare a developmentally disabled child for employment.

T F 15. Learning safety signs is an employment skill.

Check your answers with instructor or Instructor's Manual.

UNIT IV

Problem VII

Part A

Check the best phrase to complete each statement.

1. Teachers should assist parents to needed resources because:

____ a. The parents have no one else to help them.

____ b. This is a direct professional responsibility.

____ c. Social workers are not doing a good job.

____ d. Other professionals may not know about available resources.

____ e. A and d above.

____ f. B and a above.

2. The most logical source to use in locating a summer recreation program would be:

____ a. State Department of Health.

____ b. City Recreation Department.

____ c. Clinic.

____ d. A and b above.

3. Which source(s) could logically be used for locating a local educational program?

____ a. Local hospital.

____ b. Local School District Offices.

____ c. Exceptional Children magazine.

____ d. State Department of Education.

____ e. B and c above.

____ f. B and d above.

(Go on to next page)

Part B

Circle the letter in front of your choice for each of the following:

1. Which agency would most likely provide a vocational counseling and training program for a developmentally disabled person of employment age?

    a. American Association on Mental Deficiency.

    b. Division of Vocational Rehabilitation.

    c. Easter Seal Society.

2. Which three national organizations should be contacted to obtain brochures and pamphlets about mental retardation?

    a. National Council for Exceptional Children.

    b. National Association for Children with Learning Disabilities.

    c. American Association of Mental Deficiency.

    d. National Association for Retarded Citizens.

3. Which resource would be contacted to locate a school program for a developmentally disabled child?

    a. City Recreation Department.

    b. Hospital or clinic.

    c. Local school district, Office of Special Education.

    d. County governmental offices.

Part C

Circle the letter to indicate your answer to the following true-false statements. T = True; F = False.

T F 1. The family doctor is usually the best person to ask to get information about community resources for the developmentally disabled.

(Go on to next page)

T F 2. It is the exclusive responsibility of the social worker to guide families to needed resources.

T F 3. Parents always prefer to express their problems to the doctor or social worker so the teacher doesn't have to worry about this phase of parent interaction.

T F 4. Finding an appropriate agency is easy because the functions of agencies never change and very few new agencies are ever formed.

T F 5. The role of an agency changes in relation to the service needs of a client.

T F 6. Only organizations and agencies are included in the definition of community resources.

T F 7. The teacher can legitimately discuss the child's needs for services as part of the progress reporting function.

T F 8. Some states see education as a continuum wherein educational programs are provided for the mild, severely, and profoundly disabled.

T F 9. A BOCS could be a source for locating needed special education services.

Check your answers with instructor or Instructor's Manual.

UNIT IV

Problem VIII

This exercise is designed to test your ability using a regional listing in a Service Directory. Read carefully as you proceed.

In this exercise we will be locating a needed resource for a family in Glenwood Springs, Colorado. On page 4.5 of this workbook, you will find a reproduction of the Regional Planning Map for the State of Colorado. You will notice that Glenwood Springs is located in Region #11.

Part A

Using the Regional Planning Map, answer the following questions.

1. In which county is Glenwood Springs located?_____.
2. List the other counties located in Region #11. _____.

_____,_____,_____.

Part B

The next item of information we have to work with is that the family has a severely handicapped child. As a result of the extreme difficulties encountered in coping with the child, the parents are in need of psychological counseling.

On page 4.6 of this workbook is a listing of the counties and agencies located in each county of Region #11. Go to this listing and answer the following questions:

1. Using Garfield county, which agency would most logically provide the needed psychological counseling service?

_____.

2. What is an alternative agency that could be contacted to locate the needed services?_____

_____.

(Go on to next page)

Part C

On page 4.7 of this workbook is reproduced the descriptors for two agencies located in Garfield county of Region #11. These descriptors explain the services provided and the professional staffs for these two agencies. Use the information from the agency descriptions to answer the following questions:

1. Referring to our original problem of a need for parental counseling and, after examining the staff makeup of both agencies, which professional staff person would give us the strongest clue as to which agency to select?_____.
2. Which of the two agencies could provide a psychological evaluation of the child?_____.
3. The Garfield County Public Health nurse has encountered a family needing a service that either agency can supply. Which agency would accept a referral from the nurse?_____
_____.
4. Which agency would have available a staff person who could evaluate the home conditions of a family needing a service?

   a._____.

   What would be the title of the staff person that would provide the function referred to in the above questions?

   b. _____.
5. You know of a disabled person in Glenwood Springs who needs financial help because of an inability to find employment. To which of the two agencies would you refer the individual?_____
_____.

Check your work with the explanation in the Manual.

Planning Regions

35 (Go on to next page)

REGION #11

Eagle County:

Eagle County Department of Public Welfare (See Colorado State Department of Social Services)..... 131
Eagle School District (See Colorado Department of Education-Pupil Personnel Unit)..... 100

Garfield County:

Garfield County Department of Public Welfare (See Colorado State Department of Social Services)..... 131
Garfield County Nursing Service (See Colorado Department of Health)... 112
Garfield School District (See Colorado Department of Education-Pupil Personnel Unit)..... 100
Roaring Fork School District (See Colorado Department of Education-Pupil Personnel Unit)..... 100
Sopris Mental Health Clinic, Inc. 181

Mesa County:

Community Social Services of Colorado West..... 136
Goodwill Industries of Grand Junction..... 156
Hilltop House Rehabilitation Center..... 157
Mesa County Association for Mental Health..... 163
Mesa County Association for Retarded Children (See Colorado Association for Retarded Children)..... 98
Mesa County Community Center for the Mentally Retarded & Seriously Handicapped, Inc. (See Colorado State Department of Institutions-Division of Mental Retardation)..... 124
Mesa County Department of Public Welfare (See Colorado State Department of Social Services)..... 131
Mesa County Health Department (See Colorado Department of Health)..... 112
Mesa County Valley School District (See Colorado Department of Education-Pupil Personnel Unit)..... 100
Mesa Society for Crippled Children & Adults (See Easter Seal Society for Crippled Children & Adults of Colorado, Inc.)..... 146
Pediatric Cardiac Clinic (See Colorado Heart Association)..... 123
Poison Control Center St. Mary's Hospital..... 172
Riverside School (See Colorado State Department of Institutions-Division of Mental Retardation)..... 124
State Home and Training School-Grand Junction..... 183
Western Colorado Children's Diagnostic & Consultation Services..... 193
Western Slope Tuberculosis & Respiratory Disease Association (See Colorado Tuberculosis & Respiratory Disease Association)..... 134

Pitkin County:

Aspen School District (See Colorado Department of Education-Pupil Personnel Unit)..... 100
Colorado State Department of Public Welfare (See Colorado State Department of Social Services)..... 131

Summit County:

Summit County Department of Public Welfare (See Colorado State Department of Social Services)..... 131
Summit County Nursing Service (See Colorado Department of Health)..... 112
Summit School District (See Colorado Department of Education-Pupil Personnel Unit)..... 100

(Go on to next page)

4.8

NAME: COLORADO STATE DEPARTMENT OF SOCIAL SERVICES
ADDRESS: 1575 Sherman Street Denver 80203
PHONE: 892-2515 COUNTY: Denver
SERVICES: The department provides aid to needy disabled people and dependent children. It provides foster home placement, adoption, day care, and homemaker services. It processes those who need medicare and medicaid.
PROF. STAFF: Social workers, lawyers, physicians.
ELIGIBILITY: Anyone who is financially indigent. In the case of child welfare, any child is eligible.
TIME: Daily.
REFERRAL: Anyone.
TRANSPORTATION: Limited.
Listed below are the county welfare departments. Note that the county welfare departments of Adams, Arapahoe, Boulder, Denver, El Paso, Larimer, Mesa, Morgan, Pueblo, and Weld have professional social service staff, which purchases pediatric, psychological, and psychiatric services and is capable of doing an initial evaluation.

NAME: SOPRIS MENTAL HEALTH CLINIC, INC.
ADDRESS: 1012 Cooper Avenue, P.O. Box 955 Glenwood Springs 81601
PHONE: 945-6760 COUNTY: Garfield
SERVICES: Psychological evaluation; diagnosis; individual, family, group therapy; referral and consultation to other agencies and professionals.
PROF. STAFF: Psychiatrist, psychologists, social worker.
TIME: Daily.
REFERRAL: Physicians, welfare departments, schools, public health nurse, self, pastors.
FEE: Varies.

(Go on to next page)

UNIT IV ASSESSMENT

A total of 43 points is possible. A score of 37 or better is necessary.

Part A

Check those elements that would be included in a definition of community resources: (5 points)

____ a. Private or public agencies providing services to the developmentally disabled.

____ b. Organizations providing services to the developmentally disabled.

____ c. Only agencies and organizations having Boards of Directors which provide services to the developmentally disabled.

____ d. A and b above.

____ c. A,b, and c above.

Part B

Following is a list of community resources. Put the letters for the agencies you choose to answer questions 1,2,3, and 4 on the blank provide by the numbers.

a. BOCS
b. Community Recreation Department
c. Council for Exceptional Children
d. Easter Seal Society
e. Hospital
f. Medical clinic
g. Mental Health Clinic
h. National Association for Retarded Citizens
i. State Department of Education
j. State Department of Health
k. State Division of Vocational Rehabilitation
l. Visiting Nurse Association

____ 1. Name two sources that could be used to locate educational problems.

(Go on to next page)

____ 2. Name two sources that could be used to locate summer recreational programs for a developmentally disabled child.

____ 3. Name two sources that would have available publications useful to parents of mentally retarded children.

____ 4. Name three sources that could be used in locating needed health services for a handicapped child:

Part C

Check the items of information listed under an agency description in Colorado Directory of Services. (10 points)

____ a. Name of agency

____ b. Name of director of agency.

____ c. Address

____ d. Phone

____ e. Services

____ f. Professional staff

____ g. Eligibility

____ h. Time

____ i. Referral

____ j. Fees

Go on to next page

Part D

Following is a list of the categories of services listed under the problem area MENTAL RETARDATION in the Colorado Directory of Services. Select the proper category(s) from this list for locating an agency to handle each of the followin situations. (10 points)

Categories of Services	Physical Therapy
Assistance (financial)	Recreation
Counseling, genetic	Residential Care
Counseling, psychological	Screening
Counseling, vocational	Sheltered Workshops
Day Care	Speech/Language Therapy
Education, Child	Transportation
Education, Public	Treatment (medical)
Education, Vocational	Volunteer Services
Occupational Therapy	Parent Groups

Categories: _____.

_____

2. The child has severe emotional problems and needs psychotherapy.

   Caterogy. _____

3. The parents of a Down's Syndrome infant are experiencing the emotional reaction of shock. They need help.

   Categories: _____

   _____

Go on to next page

4. The parents of a three-year-old developmentally disabled child need help in training, feeding and dressing skills.

   Categories: _____

   _____

5. An 18 year-old moderately retarded boy wants to work but has never had any vocational training or work experience.

   Categories: _____

   _____

6. The parents of a developmentally disabled child want to determine if any of their future children would be disabled.

   Category: _____

Part E

Three professional agency staffs of different composition are given below. Select the professional staff(s) that could manage each of the following situations: (4 points)

Staff #1 - psychiatrist, psychologist, psychiatric social worker.

Staff #2 - pediatrician, psychologist, nutritionist, speech/language therapist, occupational therapist, physical therapist.

Staff #3 - physician, dentist, public health nurse.

a. The entire family is having difficulty adjusting to problems resulting from the presence of a disabled child. They need help with establishing interpersonal relationships. Staff #_____.

b. The general health level of the child is low and he has dental problems. He needs a physical examination. Staff #_____.

c. The child has apparent gross motor problems and seems to be functioning at a low mental level. He needs a complete mental and physical evaluation. Staff #_____.

d. A developmentally disabled child has several special health problems. The mother needs training in the home on how to care for these needs. Staff #_____.

(Go on to next page)

Part F

Sequence the steps for using the Colorado Directory Services for Children. #1 - Step 1; #2 - Step 2; etc. (5 points)

____ Select category of services needed.

____ Select agency most nearly meeting service need.

____ Locate categories of services listed under problem area.

____ Identify problem area.

____ Use referring page number to locate list of agencies providing needed services.

Check your answers with instructor or Instructor's Manual.